

Inspection date	4 March 2015
Previous inspection date	15 October 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are inspired to learn because they have access to a well-resourced playroom where they can play, make choices and explore independently.
- The childminder encourages children to communicate, persevere, investigate and think critically. This helps children to think of themselves as successful learners, which develops their confidence and builds their self-esteem.
- The childminder has a very kind and caring nature. She is attentive to children's needs and has developed strong affectionate bonds with them. Consequently, children are happy and self-assured.
- The childminder prepares children well for school and the next stage in their learning. She successfully develops their language, social skills and independence as part of the daily routine.
- The childminder has a secure understanding of the requirements of the Early Years Foundation Stage, which are effectively met.
- Relationships between parents and the childminder are good and effectively promote children's well-being and progress. Parents speak highly of the childminder and value her effective care, guidance and support.

It is not yet outstanding because:

- The childminder does not consistently encourage parents to share information about their child's learning and development at home. Consequently, the childminder does not always have comprehensive information to help her plan children's experiences effectively.
- The childminder does not make the very best use of her garden to help children to learn about growth, nature and change.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop ways that invite parents to share more of what they know about their children's learning and achievements so that children's learning experiences are even better matched to their needs, interests and abilities
- enhance children's learning outdoors, for example, by providing even more resources and opportunities in the back garden for children to explore and investigate nature, and learn about growth and change.

Inspection activities

- The inspector spoke with the childminder, her co-childminder, and childminded children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding and observed children participating in play and everyday routines.
- The inspector checked evidence of the suitability of all members of the household, and the childminder's qualification and training records.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector looked at children's records, planning documentation and a selection of policies and procedures.
- The inspector viewed the childminder's self-evaluation form and took account of the views of parents recorded on cards and questionnaires.

Inspector

Carol Johnson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children have fun and make good progress. They regularly attend various community groups and benefit from a variety of experiences and lots of opportunities to socialise with other children and adults. Outdoor play is a regular feature of the children's daily routine. They gain balance, coordination and an awareness of space as they climb steps, ride wheeled toys and generally run around. However, the childminder is not making the very best use of the outdoor environment to extend and enhance children's learning.

Consequently, some opportunities for children to explore and learn about nature while playing outdoors are not fully exploited. The childminder regularly observes children to assess their learning and enjoyment and maintains progress records for each child. She finds out about their experiences at other settings, and talks to parents about how they can support their children's learning at home. However, the childminder does not exploit all opportunities to encourage parents to share what they know about their children's interests and achievements. As a result, she does not always have comprehensive information to effectively assess children's progress and plan their experiences.

Nevertheless, the childminder demonstrates a good knowledge of how children learn and develop through play and the quality of teaching is good.

The contribution of the early years provision to the well-being of children is good

Children feel safe and show lots of confidence in their surroundings. They are familiar with the daily routine and the environment, and make lots of independent choices about their play. Children behave well because they understand the childminder's rules and behaviour boundaries, and learning experiences motivate and engage them. The childminder regularly praises children's efforts, achievements and positive behaviour. This builds their self-esteem and promotes cooperation. Children's good health is effectively supported. They experience plenty of opportunities for physical exercise and receive a variety of nutritious meals and snacks. Children sit together at a table while eating, and this helps them to develop social skills and good eating habits. Wherever possible, the childminder sits with the children as they eat and actively encourages conversation and good manners. This also helps her to understand what food children like, and how well they are eating.

The effectiveness of the leadership and management of the early years provision is good

The childminder works effectively with her co-childminder to provide good quality care and education for children. Documentation is organised well and all required information is exchanged between the childminder and parents. The childminder provides a safe environment for children to learn, play and rest, and children are supervised well. She attends regular training to keep her knowledge current which has a positive impact on children's learning. Regular monitoring of children's progress and all aspects of the provision means that the childminder is clear about her strengths and priorities for improvement.

Setting details

Unique reference number	228446
Local authority	Birmingham
Inspection number	866388
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	15 October 2008
Telephone number	

The childminder was registered in 2005. She lives in Birmingham and works with her husband, who is also a registered childminder. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds a recognised early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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